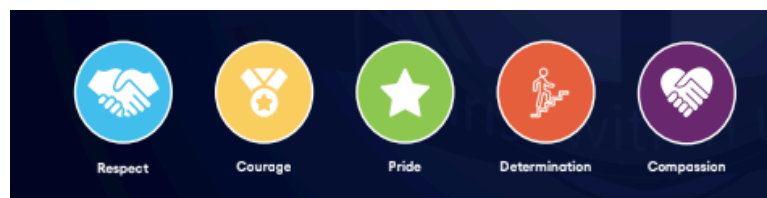


Work together; Succeed together



Year 7 Assessment 1

Information Booklet



Year 7 Assessment 1

2nd November-13th November 2026

During the next half term, pupils will have the first of two summative assessments this academic year. As well as the subject specific support on the next few pages, we have put together some revision tips, an assessment schedule and a revision timetable. Which we will also be talking to pupils about in assemblies and form time.

Revision Support

Subject Teachers will begin preparing pupils for the Assessments over the next few weeks in lessons. Revision guidance and materials for each subject area is available on:

- **GoogleClassroom** As you will know, revision and support resources are also always available on Google Classroom which all pupils have a unique school-based login for. More information, including help videos, on how pupils can and should access this platform is available [here](#).
- After school Subject Revision Sessions - Pupils can stay in the library to complete revision until 4pm each night.
- Helping pupils with their Mental Health during Exams - we will be running some support sessions on this to support healthy habits to reduce anxiety during exams. There are also lots of helpful resources on our [website](#).
- We will be using the results and analysis of the end of year assessments to plan summer revision support and adapt and personalise our curriculum offer, next year, to ensure any gaps pupils have, are closed.

Subject Specific Assessment Information

Subject	Type of Assessment	What will my child be assessed on?	What can my child do to revise?
English	In class assessment	Keywords, information retrieval, inference and analysis skills.	Use the booklet that will be on google classroom. Paper copies can be requested from your class teacher.
Maths	In class assessment	One non calculator paper on content taught so far and One Sparx baseline assessment	Resources will be on google classroom and paper based revision packs linked to Sparx
Science	In class assessment	Working scientifically skills - including graphs, variables and safety. Cells - including plant and animal cell structure, use of a microscope and movement of substances into and out of a cell.	Use Tassomai to practice multiple choice questions and topic sheets given by class teachers.
RE	Keywords, Knowledge Retrieval and Extended writing	Everything they have learnt so far in their RE Lessons.	Pupils will be sent home with a double sided revision sheet based on everything that will be in the assessment. This will also be uploaded to their RE Google Classroom. They should use this to create flashcards and mindmaps and get someone at home to test them on the knowledge.
History	In class assessment that will cover knowledge retrieval and extended writing task	Everything they have learnt so far in their History Lessons this year.	Pupils can access revision on Google Classroom and will also be given a paper copy of the revision notes to take home. They should use these to create their own notes, cue cards or mind maps to help them revise the core content.
DT & Food and Nutrition	A variety of multiple choice and extended writing questions.	Food and Nutrition Hazards and Hygiene, Nutrients in Food Eatwell Guide Knife Safety and Skills Design Technology Workshop Safety Timber sources and categories Use of machinery to manufacture Battery Tester Paper Source and Processing Smart Materials Colour Theory	Pupils have their class folders for revision and knowledge organisers are provided as revision resources for all topics. Lesson presentations are available on Google Classroom to access and review.
Geography	Multiple choice questions, skills based questions and extended writing	The topics: Introduction to Geography and Unit One: Europe	Pupils will complete a revision lesson in class and be provided with a revision sheet to revise from for Homework. This information will also be uploaded onto Googleclassroom and spare copies can be found in HU1.

French	Listening / reading / translating	At School / Subjects	Vocabulary to be found on Google Classroom
Computer Science	Computer-based assessment with multiple-choice and written questions	Interactive Presentations Online Safety	Knowledge organisers are the main revision resource and are available for each topic on Google Classroom. Pupils can also use their vocabulary booklets to practise key terminology.
Art	AO4- Creative response	Practical assessment of personal response to their artist research.	Use their design ideas and development to help inform design decisions.
Music	On Going Practical assessment against key assessment objectives: Performing, Composing and Appraising	Practical assessment of key music composing and performing skills. Students will be taught the basic building blocks of music and how to actively listen to and appraise them. Students will be taught basic keyboard skills for the Right Hand and how to make basic Ukulele Chords. Singing will be a key element of the year 7 curriculum	Ongoing revision of key principles during lessons
Drama	On Going Practical assessment against key assessment objectives: Respond Develop Perform Evaluate	Practical assessment of Key skills, conventions and performance craft	Knowledge organiser on Google Classroom
PE	Practical assessment	Courage & Compassion classes- Basketball & Rugby Pride, Persistent & Determination classes- Netball & Football	Use the Knowledge Organisers on Google Classroom along with attending extracurricular clubs to further develop subject knowledge. Basketball Friday Lunchtime in the Sports Hall, Football Monday & Tuesday after school for girls. Rugby Tuesday after school.

Revision Tips

There is no correct way to support learners when preparing for assessments. Choose the approaches that work best for you, your family, and your situation. Below are a few suggestions you may wish to trial.

- Talk to your child about their upcoming assessments.
- Ask them how you can help.
- Try to provide a quiet space for your child to complete homework/revision.
- Encourage your child to think creatively about revision e.g. Record facts/ revision notes on your phone/ laptop, make your revision notes into a podcast, listen to it a couple of times a day.
- Talk to your child about having their mobile phone in another room when completing homework/revision.
- Ensure learners get enough sleep. Regular bedtimes, and wake times, will help concentration spans.
- Set your child a challenge. For example, you could ask them to revise a short topic; using the revision resources, you could then 'test' them on what they have just revised.
- Talk to your child about the importance of trying to get their 5-a-day, enough exercise.
- Encourage your child to drink lots of water.
- Ensure they take adequate breaks.
- Stay positive. Look for ways in which you can help them to believe in themselves by reminding them of the successes they have had.
- If there are any revision sessions/intervention at school that your child has been invited to, encourage them to attend.
- Remember teachers will set homework tasks that will count towards preparation/revision for the assessment.
- Children should avoid 'just' reading a revision guide; always try and build some activity or interactivity e.g. summarise in their own words, draw and label diagrams, get someone to test them, use online resources that the school has to offer; Google Classroom; Sparx Maths, Seneca learning and Tassomai.

REVISION METHODS

Effective revision isn't just about how long you study, but how you study. Using active techniques helps you understand information more deeply, remember it for longer, and recall it more easily in exams. This guide outlines three powerful revision methods: flashcards, mind maps, and concept maps with clear step-by-step instructions for each. By using these strategies, you can organise your knowledge, identify gaps in understanding, and revise in a more focused and efficient way.

HOW TO MAKE FLASHCARDS

Step 1 - Make Your Flashcards

- One question per card: Keep it simple. Write a question or keyword on one side, and the answer or explanation on the other.
- Use your own words: This helps you understand the topic better.
- Mix formats: Include diagrams, definitions, formulas, or short explanations.

Step 2 - Organise Your Decks

- Group cards by topic (e.g. Biology: Cells, Physics: Forces).
- Colour-code or label them to make sorting easier.

Step 3 - Revise Actively

- Quiz yourself: Look at the question side and try to answer before flipping.
- Say it out loud: Speaking helps memory stick.
- Shuffle regularly: Avoid memorising the order instead of the content.

Step 4 - Track Your Progress

- Make three piles:
 -  Got it right
 -  Not sure
 -  Got it wrong
- Focus more on the  and  piles next time.

Step 5 - Use Spaced Practice

- Don't cram! Review your flashcards over several days or weeks.
- Revisit tricky cards more often.

HOW TO MAKE A MIND MAP

Step 1 - Start in the centre

Write your main topic (e.g. "Photosynthesis") in the middle of the page.

Step 2 - Add branches

Draw lines outwards for key subtopics (e.g. "Light", "Chloroplasts", "Glucose").

Step 3 - Add detail

Off each branch, add facts, definitions, diagrams, or examples.

Step 4 - Use colour and images

Highlight key terms, draw symbols, or use colour to group ideas.

Step 5 - Keep it clear

Don't cram too much — aim for clarity over clutter.

HOW TO MAKE A CONCEPT MAP

Step 1 - List key ideas

Write down the main concepts you need to understand.

Step 2 - Draw boxes or circles

Put each idea in its own shape.

Step 3 - Connect with arrows

Use arrows to show how ideas link (e.g. "Carbon dioxide → used in → Photosynthesis").

Step 4 - Label the arrows

Write short phrases on the arrows to explain the relationship.

Step 5 - Review and refine

Rearrange if needed to make the flow clearer.

HOW TO PLAN A REVISION SESSION

Planning your revision helps you stay focused, avoid stress, and make real progress. Here's how to do it step by step..



Step 1: Set a time limit

Aim for 30 - 60 minutes per session.
Use a timer to stay on track.
Include short breaks (e.g. 5 - 10 minutes after 25 minutes of work).



Step 4: Set a goal

Decide what you want to achieve by the end: "Be able to explain how enzymes work", "Complete 3 exam-style questions", "Learn 10 key quotes from Macbeth"



Step 2: Choose a specific topic

Don't try to revise everything at once.
Pick one clear focus (e.g. "Physics: Forces" or "English: Macbeth themes").



Step 5: End with a quick review

Spend 5 minutes checking what you've learned. Use a checklist or quiz yourself. Note anything you still find tricky - that's your next target.



Step 3: Pick your method

Choose one or two revision techniques: Flashcards, Mind maps or concept maps, Practice questions/Past Papers



Bonus Tips

Mix subjects across the week.
Use a revision timetable to track your sessions. Reward yourself after a productive session!

Assessment Schedule

Use this schedule to allow you to know when your assessments are so you can best plan your revision.

Day/Date	Monday 2nd November	Tuesday 3rd November	Wednesday 4th November	Thursday 5th November	Friday 6th November
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Day/Date	Monday 9th November	Tuesday 10th November	Wednesday 11th November	Thursday 12th November	Friday 13th November
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Revision Timetable

Use the revision timetable on the next page to plan your revision. You should be revising your core subjects of English, Maths, Science and RE at least three times per week. Your other subjects you should be revising at least twice per week.

Use a coloured dot system to plan your revision for example:

Blue = Maths

Yellow = English

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

Revision Lists

Maths

Tick Red, Amber or Green for each topic. Use the Sparx clips to practise your revision.

UOW 7.1 – Place Value, Ordering and Rounding				
Topic	Sparx Clip	Red	Amber	Green
Using number lines	M763	☐	☐	☐
Integer place value and ordering	M704	☐	☐	☐
Decimal place value and ordering	M522	☐	☐	☐
Rounding integers to powers of 10	M111	☐	☐	☐
Rounding decimals to the nearest integer or decimal places	M431	☐	☐	☐
UOW 7.2 – Four Operations				
Topic	Sparx Clip	Red	Amber	Green
Adding integers	M928	☐	☐	☐
Subtracting integers	M347	☐	☐	☐
Multiplying integers using a written method	M187	☐	☐	☐
Dividing integers using a written method	M354	☐	☐	☐
Adding decimals	M429	☐	☐	☐
Subtracting decimals	M152	☐	☐	☐
Multiplying decimals using a written method	M803	☐	☐	☐
Dividing decimals and finding decimal answers	M262, M491	☐	☐	☐
Multiplying and dividing by 10, 100 and 1,000	M113	☐	☐	☐
Using the correct order of operations	M521	☐	☐	☐
UOW 7.3 – Directed Number				
Topic	Sparx Clip	Red	Amber	Green
Comparing and ordering negative numbers	M527	☐	☐	☐
Adding and subtracting negative numbers	M106	☐	☐	☐
Multiplying and dividing negative numbers	M288	☐	☐	☐
Reading and drawing inequalities on number lines	M384	☐	☐	☐
Using order of operations with directed numbers	M521	☐	☐	☐

English

Key Words

You will be tested on the meaning of these key words.

Key word	Definition
Genre	A specific type or category of music, film or writing.
Conventions	The things you would expect to find in a particular genre - e.g. events, types of characters, settings etc.

Archetype	A very typical example of a person or thing.
Hero	This character rises to the challenge and saves the day. They rescue the princess and defeats the villain.
Villain	This character causes harm or creates a problem and will often use a disguise. Their evil action leads to a battle with the hero.
Myth	A traditional story. A myth's purpose is to explain a natural phenomenon.
Legend	A traditional story that many <i>think</i> is based on historical fact.
Infer	To read between the lines and find clues in a text.
Noun	A person, place or thing.
Adjective	A word that describes a noun.
Verb	A word that shows an action (or a state of being)
Adverb	A word that describes a verb.
Preposition	Words that show the relationship between a noun and something else, e.g under, on, next to
Pronoun	A word which takes the place of a noun e.g. he, she, it.

Key reading skills

You will need to know how to analyse a text, so make sure you revise:

- how to select evidence and comment on it
- how to explain the effect of your evidence on the reader
- how to identify different kinds of words, like those in the above table
- the impact that different words and techniques have on the reader

You will have examples of this in your book and will also be able to use the Assessment Preparation booklet on Google classroom.

Science

Plant and animal cells

- ☐ State that all living organisms are made of cells.
- ☐ Explain what a cell is.
- ☐ Identify the main structures in a plant cell: cell wall, cell membrane, cytoplasm, nucleus, chloroplasts, mitochondria and vacuole.
- ☐ Identify the main structures in an animal cell: cell membrane, cytoplasm, nucleus and mitochondria.
- ☐ Describe the function of the nucleus.

- ☐ Describe the function of the cell membrane.
- ☐ Describe the function of the cytoplasm.
- ☐ Describe the function of mitochondria.
- ☐ Describe the function of chloroplasts.
- ☐ Describe the function of the cell wall.
- ☐ Describe the function of the vacuole.

Microscopes

- ☐ Explain why cells need to be viewed using a microscope.
- ☐ Explain that a microscope magnifies an object using lenses.
- ☐ Explain why a specimen needs to be thin.
- ☐ Explain why a dye may be added to a specimen.
- ☐ Identify the parts of a microscope: eyepiece, nose piece, objective lens, stage, condenser lens and diaphragm, coarse focusing knob, fine focusing knob and lamp.
- ☐ Describe the correct sequence for using a microscope.
- ☐ Explain why you start with the objective lens with the lowest magnification.
- ☐ Explain the difference between the coarse-focus and fine-focus knobs.
- ☐ Explain how to increase magnification when viewing a specimen.

Specialised cells

- ☐ Explain what a specialised cell is.
- ☐ Explain how specialised cells are adapted to carry out a particular function.
- ☐ Root hair cell: state its function — absorbs water and nutrients from soil.
- ☐ Root hair cell: explain how the root hair gives the cell a large surface area.
- ☐ Root hair cell: explain why root hair cells do not contain chloroplasts.
- ☐ Leaf/palisade cell: state its function — carries out photosynthesis.
- ☐ Leaf/palisade cell: explain why it is found near the top surface of leaves.
- ☐ Leaf/palisade cell: explain why it contains lots of chloroplasts.
- ☐ Leaf/palisade cell: explain how its thin shape and large surface area help it absorb light.
- ☐ Red blood cell: state its function — transports oxygen around the body.
- ☐ Red blood cell: explain the role of haemoglobin.
- ☐ Red blood cell: explain why it has no nucleus.
- ☐ Red blood cell: explain how its disc shape increases surface area.
- ☐ Nerve cell/neurone: state its function — carries electrical impulses around the body.
- ☐ Nerve cell/neurone: explain how its long, thin shape helps it carry out its function.
- ☐ Nerve cell/neurone: explain the importance of its connections at each end.
- ☐ Sperm cell: state its function — carries male genetic material.
- ☐ Sperm cell: explain how its streamlined head and long tail help it.
- ☐ Sperm cell: explain why it contains lots of mitochondria.

Movement in and out of cells

- ☐ Define diffusion.
- ☐ Explain that particles move from an area of high concentration to low concentration.
- ☐ Explain that glucose moves from the blood into cells by diffusion.

- ☐ Explain that oxygen moves from the blood into cells by diffusion.
- ☐ Explain that carbon dioxide moves out of cells into the blood by diffusion.
- ☐ Use the terms high concentration and low concentration correctly.

Unicellular organisms

- ☐ Define unicellular organism.
- ☐ Explain that a unicellular organism consists of only one cell.
- ☐ Explain that unicellular organisms have no fixed shape.
- ☐ Explain how unicellular organisms can carry out many different functions.
- ☐ Amoeba: identify the nucleus, cell membrane, pseudopod and contractile vacuole.
- ☐ Amoeba: explain the function of the nucleus.
- ☐ Amoeba: explain how an Amoeba moves.
- ☐ Amoeba: explain how an Amoeba obtains food.
- ☐ Amoeba: describe how an Amoeba reproduces by binary fission.
- ☐ Euglena: state that Euglena are microscopic organisms found in fresh water.
- ☐ Euglena: identify the nucleus, chloroplasts, flagellum, eye spot and contractile vacuole.
- ☐ Euglena: explain how Euglena make their own food by photosynthesis.
- ☐ Euglena: explain how the eye spot detects light.
- ☐ Euglena: explain how the flagellum allows Euglena to move towards light.
- ☐ Euglena: explain the function of the contractile vacuole.

Key vocabulary check

- ☐ Write a definition for Amoeba.
- ☐ Write a definition for Binary fission.
- ☐ Write a definition for Cell.
- ☐ Write a definition for Cell membrane.
- ☐ Write a definition for Cell wall.
- ☐ Write a definition for Chloroplast.
- ☐ Write a definition for Concentration.
- ☐ Write a definition for Cytoplasm.
- ☐ Write a definition for Diffusion.
- ☐ Write a definition for Euglena.
- ☐ Write a definition for Flagellum.
- ☐ Write a definition for Leaf cell.
- ☐ Write a definition for Microscope.
- ☐ Write a definition for Mitochondria.
- ☐ Write a definition for Nerve cell.
- ☐ Write a definition for Nucleus.
- ☐ Write a definition for Red blood cell.
- ☐ Write a definition for Root hair cell.
- ☐ Write a definition for Specialised cell.
- ☐ Write a definition for Sperm cell.
- ☐ Write a definition for Unicellular.
- ☐ Write a definition for Vacuole.

Challenge: Can I apply my knowledge?

- ☐ Given a diagram of a plant or animal cell, can I label the structures?
- ☐ Given a specialised cell, can I explain how its adaptations help it perform its function?
- ☐ Given a microscope diagram, can I identify the labelled parts?
- ☐ Can I put the steps for using a microscope into the correct order?
- ☐ Can I explain the direction particles move during diffusion?
- ☐ Can I explain how the structure of an Amoeba allows it to survive?
- ☐ Can I explain how Euglena's structures help it obtain food?
- ☐ Can I compare a plant cell with an animal cell?
- ☐ Can I compare different specialised cells and their adaptations?

 My confidence

Area	 Need to learn	 Almost there	 Secure
Plant & animal cells	☐	☐	☐
Microscopes	☐	☐	☐
Specialised cells	☐	☐	☐
Diffusion	☐	☐	☐
Amoeba	☐	☐	☐
Euglena	☐	☐	☐
Key vocabulary	☐	☐	☐

RE

Inspiration	'God breathes' The belief that the authors of the Bible were guided by the Holy Spirit.
Omnibenevolent	The belief that God is all-loving
Transcendent	The belief that God is beyond (outside) of time and space.
Omnipotent	The belief that God is all-powerful.
Immanent	God working within creation.
Big Bang	The scientific theory that the world was created through an explosion.
Imago Dei	The belief we humans are created in the image and likeness of God.
Stewardship	The Catholic belief that we have a duty to care for creation for future generations.
Evolution	The scientific belief that life formed over billions of years.
Fundamentalist	A type of Christian who believes the Bible contains the whole truth.

The Genesis Creation Accounts:

In Genesis God created the world in 6 days, it says he '*created heaven and earth*'. Catholics believe that this shows God must be all powerful, known as omnipotent, as well as transcendent (outside time and space). In Genesis 2 God then creates humans, he breathes life into Adam, showing he is immanent,



which means involved within his creation. We also see him as immanent when he ‘walks through the garden’ when Adam and Eve disobey him. Through the Creation accounts, God reveals things about himself, known as Special revelation. God also reveals himself through nature and creation, known as natural revelation.



Different Christian beliefs on Creation:

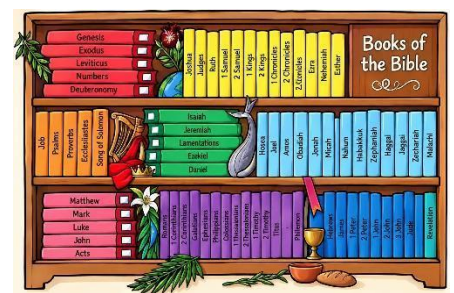
The creation accounts are in the Bible, in the book of Genesis. They are about how God created the world out of nothing, known as ‘Creation ex niliho’. There are different interpretations of these accounts. Some Christians believe they are factually correct, while others think they are metaphors or stories. There are two different Christian interpretations :



<u>Catholic Christians</u>	<u>Fundamentalist Christians</u>
▪ Do not read the Bible literally, therefore they do not believe the world was created exactly like the Bible says. ▪ They believe God created the world through science, including the Big Bang and Evolution. ▪ The Accounts in the Bible are there to tell us that God is omnipotent, omnibenevolent, eternal and transcendent. ▪ Pope Francis taught Catholics that there should be no conflict between science and religion.	▪ Fundamentalists believe that everything in the Bible is factually true and really happened. ▪ They read the literally as the complete word of God. ▪ They therefore do not believe in the scientific theories of creation and reject the Big Bang and evolution.

The Bible as a library of books

The Bible is called a library because it is a collection of many different books written by different authors. Catholics believe these authors were inspired by God, meaning God guided them as they wrote. The Bible contains different literary styles, including poetry, history, letters, laws and symbolic stories. Knowing the style helps Christians understand what the writer was trying to teach.



Michelangelo's Creation of Adam:

The painting ‘Creation of Adam’ is a fresco (painting on fresh plaster), painted in the Sistine Chapel in Vatican City, where the Pope lives. We can learn about the Catholic beliefs about God and humans from this painting:



▪ **Imago Dei** – “Image of God”

→ Adam looks similar to God. This represents the belief that humans are made in the image and likeness of God.

▪ God is **transcendent** → God is shown in the heavens, above the Earth, showing that God is beyond and greater than creation.

- God is **Creator** → God reaches towards Adam to give him life. This shows the belief that God is the source and creator of human life.
- God is **omnipotent** → God creates Adam through his power. This represents the belief that God is all-powerful and has the power to create life.